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AUTHOR	Grossman, Gloria P.
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ABSTRACT

Questionnaires were mailed to all 134 Arizona public high schools to determine the high school department in which free enterprise economics education is being taught, the number of students enrolled, teacher preparation, course content, and the major instructional materials being used. This report is divided into two sections: (1) an overview of survey findings, and (2) details of the survey, in which survey results are presented with illustrative statistical tables. Major conclusions are based on questionnaire returns from 94 high schools: (1) 83 percent of the state's high school students are enrolled in free enterprise courses taught under social studies department auspices; (2) 92 percent of those teaching economics have never had any formal training in economics; and (3) 79 percent of the teachers desire additional economics course work. The survey also showed that the economics curriculum is multi-faceted, including concepts of supply and demand, free enterprise, and business. Teachers use a variety of texts, materials, and aids. The questionnaire is included in the appendices. (RM)

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SURVEY OF FREE ENTERPRISE/ECONOMIC EDUCATION COURSES IN ARIZONA HIGH SCHOOLS

Prepared for the Arizona
Department of Education by:

Gloria P. Grossman, Ph.D.

February 5, 1982

SO 015 557

PREFACE

> In today's world, the arguments in favor of economic literacy are self-evident. It is impossible to pick up a newspaper, listen to the evening news, or try to make an intelligent decision at the polls without facing the need to understand economic terms and issues. This is the world for which schools are preparing young people.....[1]
>
> Economic education, rightly understood, is possible, desirable, and necessary. Its purpose is to create, not citizens who are amateur economists, but citizens of a democratic capitalist (sic) capitalistic society who have an elementary understanding of how that society works in the economic realm.....[2]

INTRODUCTION AND METHODOLOGY

In 1971 the Arizona Legislature enacted a law which mandated a high school course on "Free Enterprise." (Appendix A) This law, designed to encourage knowledge of the free enterprise system and economic literacy among high school students, was to be implemented by the schools and the State Department of Education.

To assess the status of Free Enterprise/Economic Education courses in Arizona's public high schools the State Department of Education conducted a survey. This Survey of Free Enterprise/Economic Education Courses in Arizona High Schools ascertains the following:

1. How Free Enterprise legislation is being implemented in the state.

2. The ways in which Arizona high schools are encouraging economic competency.

Such a Survey supplies the first research data on the state of economic education in Arizona since the legislature's mandate. Since there was also a desire to learn how Arizona teachers and economic curriculum compared with teachers and curriculum nationwide, three questions from the National Survey of Economic Education 1981[3] sponsored by Phillips Petroleum Company were included with their permission in the State Department Survey.

The survey instrument and the report on the major findings were prepared by Dr. Gloria Grossman, Arizona State University.[4]

THE SAMPLE AND QUESTIONNAIRE

The sample universe for the Survey of Free Enterprise/Economic Education Courses in Arizona High Schools included all public senior high schools in the State of Arizona. Since there were only 134 schools in this category, the decision was made to collect data from every school.

The form of survey research chosen for data collection was the self-administered questionnaire. As a survey instrument, the questionnaire collects a large amount of unbiased data with economy and speed.[5]

The survey questionnaire included both open-ended and closed-end type questions covering five principal categories:

1. The high school department in which Free Enterprise/Economic Education (FE/EE) is currently being taught.

2. The number of students participating in Free Enterprise/Economic Education classes during the 1981 fall school term and reasons students are excused from those classes.

3. Teacher preparation for teaching Free Enterprise/Economic Education courses and teacher interest in additional training.

4. Course content including the focus, goals, and topics included in Free Enterprise/Economic Education classes.

5. Major textbooks, workbooks, and teaching aids used in Free Enterprise/Economic Education courses.

Questionnaires (Appendix B) were mailed to all 134 Arizona public high schools by the State Department of Education on December 15, 1981. A total of 174 questionnaires

completed by teachers in 94 high schools were received by the State Department of Education by January 21, 1982.

These research results reflect the status of Free Enterprise/Economic Education courses in the 70% of Arizona high schools returning questionnaires by that date. Since a minimum of 50% return is needed for testing representativeness,[6] the percentage of response to the mail questionnaire is considered adequate. Additional responses were received after the January deadline from 6 Arizona high schools.

The high schools responding to the survey were located in both urban and rural areas. The total number of students eligible for economic instruction during the fall 1981 school term in the 94 schools included in this study was 21,070. This represents 76% of the total of 27,714 students eligible for such instruction in the state.[8]

ORGANIZATION OF THE REPORT

The remainder of this report is divided into two sections: (1) an Overview of Survey Findings, which presents the major conclusions of the Survey, and (2) Details of the Survey, in which the results of the study are presented with illustrative statistical tables.

I wish to thank the State Superintendent of Public Instruction, Carolyn Warner, and the State Board of Education for their direction, and Dr. Thomas Reno and Dr. Gary Emanuel who had overall responsibility for the coordination and execution of this Survey.

Gloria P. Grossman, Ph.D.

SECTION I: OVERVIEW OF SURVEY FINDINGS

ABSTRACT

The Survey of Free Enterprise/Economic Education Courses in Arizona High Schools conducted by the State Department of Education provides current data on how the 1971 law mandating "Free Enterprise" high school courses is being implemented. This Survey concludes that the mandate of the State Legislature has been carried out. Students have become knowledgeable in economic processes and content enabling them to function more effectively as citizens of a democratic society.

According to this Survey, 83% of the state's high school students are enrolled in Free Enterprise/Economic Education courses taught under Social Studies Department auspices. The remaining 17% of Arizona's eligible students are being taught through a variety of other departments.

This Survey also found that 32% of those teaching economics have never had any formal training in the subject. A majority of teachers, 79%, desired additional economics course-work.

The major goals of Free Enterprise/Economic Education teachers were to provide students with the concepts and procedures by which to make intelligent decisions, and to increase students' understanding of the free enterprise system. Helping students understand economic problems and providing them with analytical and practical tools to manage their economic lives also ranked high.

Economic curriculum in Arizona high schools is multi-faceted including concepts of supply and demand, free enterprise, business, etc. In order to teach these concepts, teachers utilize a variety of texts, materials and aids.

This report concludes that additional opportunities for teachers to secure economic training and coursework as well as access to additional materials of high quality will enable teachers to better meet the mandate's requirements.

A. ECONOMIC EDUCATION

Economic understanding is an important aspect of responsible citizenship and fundamental to effective decision-making in a democratic society. Over the last decade, a significant effort has been made to improve the quality of education in economics. Today, economics is a required subject in approximately half of the nation's junior and senior high schools[7] and is mandated by law in some form in 24 states.[8]

Economic education in Arizona is integrated in the social studies in kindergarten through eighth grade, and included among the social science disciplines at the secondary level.[9] Secondary level course offerings in economics also include a one-semester course in the Free Enterprise System mandated by the Arizona Legislature. These studies provide the content and procedures which help prepare students to understand and make reasoned judgments about the major economic questions they face as individuals and as citizens.

B. PROFILE OF ECONOMIC EDUCATION AT THE SECONDARY LEVEL

In 1971 the Arizona Legislature mandated a one-half credit course on "Free Enterprise" at the high school level. The secondary schools and the State Department of Education were to implement this law which was designed to encourage economic literacy among high school students.

To assess what has been happening in Economic education in the schools, the State Department of Education undertook a Survey of Free Enterprise/Economic Education Courses in Arizona High Schools. This Survey provides current information on how the law is being implemented in high schools throughout the state.

According to this Survey, 83% of the state's high school students are enrolled in Free Enterprise/Economic Education courses taught under Social Studies Department auspices. Nationally, many high school courses are also in this department and bear such titles as "Economics," or are integrated into courses with such names as "U.S. History," "U.S. Government," "Consumer Economics/Education," "Social Studies," "World History," and "Civics."[10]

The remaining 17% of Arizona's eligible high school students are being taught economics through business, vocational education, or a variety of other departments. Again, this mirrors the national array of economics courses, among them, "Homemaking/Home Economics," "Business Law/Education," "Mathematics," and "Distributive Education and Marketing."[11]

C. TEACHER PREPARATION

Teacher preparation in economics in Arizona is minimal. Ninety-two percent of those teaching have never had any formal training in the subject.

Some indication of teacher preparation in other states is given by responses to the Phillips Company National Survey of Economic Education 1981.[12] Eighty-four percent of the teachers who responded to this nationwide study had college or graduate preparation for teaching economics in high schools, and 30% of those answering had taken courses in how to teach economics.[13] Only 8% of Arizona's economics teachers responding to the State Department Survey had previous training in economics.

According to the Arizona Survey, 79% of the teachers who responded desire additional economics coursework. Both public and private groups are beginning to address themselves to this need. A Center for Economic Education, jointly sponsored by Arizona State University and the Arizona Council on Economic Education, has recently been opened. In addition, the Arizona Council on Economic Education sponsors statewide workshops at the University of Arizona and Arizona State University. The Joint Council of Economic Education, National Council for the Social Studies, and the Institute for Educational Affairs, are just a few among a myriad of groups providing information and service in economic education.

D. WHAT TEACHERS TEACH

A major goal of economics teachers in Arizona has been to provide students with the concepts and procedures by which to make intelligent decisions. This was also foremost among the goals of economics teachers throughout the nation as reported in the Phillips Survey.[14]

A secondary goal of Arizona teachers was to increase students' understanding of the free enterprise system. This contrasts with the Phillips Survey in which understanding of the free enterprise system was ranked fifth by the nation's teachers.[15]

Helping students understand current economic problems was vital to roughly two-thirds of Arizona teachers and to teachers in Phillips' nationwide survey.[16]

Giving students the analytical and practical tools to manage their economic lives ranked lower in both groups' goals. Teaching students about alternative economic systems also ranked low with Arizona and other teachers surveyed nationally.[17]

The scope of economic education in Arizona's high schools is broad. Like their counterparts in the Phillips national survey, Arizona's teachers primarily stress the concepts of supply and demand. While free enterprise/market/laissez-faire system is stressed by 91% of Arizona's teachers, this content is ranked third by other teachers. Business cycles, profits, etc., as well as comparative economic systems and philosophies (capitalism, socialism, etc.), as well as study of government controls, and regulation of the economy also rank high among the subjects covered by Arizona teachers and teachers nationally. Of the 22 economic concepts listed in both the Phillips and Arizona Surveys, only international economics and economic history were taught by less than 50% of Arizona's high school Free Enterprise/Economic Education teachers.[18]

E. TEACHING AIDS AND MATERIALS

In addition to a variety of texts and workbooks, more than one-half of Arizona's Free Enterprise/Economic Education teachers seek additional teaching aids and materials from other sources. Only a small percentage of the materials available through educational institutions and government, and the business community were utilized.

Here again, Arizona teachers mirrored their counterparts in other states as reported in the Phillips Survey. While 93% of Arizona's teachers reported they secure "a lot" (52%) or "some" (41%) materials on their own, 73% of teachers nationally reported "a lot" (39%) or "some" (34%) materials obtained on their own.[19]

F. EVALUATION OF THE STRENGTHS AND WEAKNESSES OF THE FREE ENTERPRISE/ECONCOMIC EDUCATION PROGRAM

The State Department of Education Survey found the legislature's mandate for a "Free Enterprise" course is being implemented in Arizona's high schools. According to 70% of the schools who responded, eligible students are being taught Free Enterprise/Economic Education principally through social studies department course offerings. Comparatively few students are exempt, and the majority of those who are excused have apparently mastered the course content.

Arizona schools are encouraging economic competency through their educational goals and curriculum. These goals and curriculum content jibe with the focus and curriculum suggested by the Joint Council on Economic Education[20] as well as curriculum utilized in other parts of the nation.[21]

More careful examination of other economic education programs is suggested as enrichment for Arizona teachers and schools. Appendix C includes a listing of some materials which are recommended.

The principal need among Arizona teachers of economics appears to be in the area of training. Teachers would welcome additional coursework in economics. Given the apparent lack of formal preparation, teachers seem to be learning economics outside of the usual realm. Additional opportunities for economic training are also suggested.

Further research is also suggested on the kinds of materials teachers would find most helpful in teaching their classes. Like teachers nationwide, Arizona's teachers have opted to secure teaching aids independently. From an educational point of view, this would suggest that teachers are tailoring these aids to meet particular class needs. This approach can be extremely effective.

The Survey of Free Enterprise/Economic Education Courses in Arizona High Schools concludes that on the whole, the first ten years of Arizona's Free Enterprise/Economic Education courses have provided opportunities for students to become familiar with economic content and procedures which will enable them to function most effectively as citizens. This Survey also concludes that the mandate of the State Legislature has been carried out.

SECTION II: DETAILS OF THE SURVEY

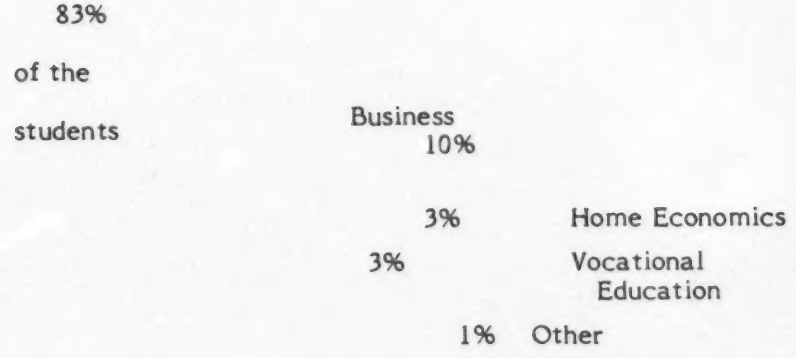
PART ONE

A. HIGH SCHOOL DEPARTMENTS TEACHING FE/EE COURSES.

Precisely which Arizona high school departments are currently engaged in teaching FE/EE classes?

Eighty-three percent of Arizona's high school students are taught economics under Social Studies Department auspices. Since economics is a social science, the integration of economics in Social Studies Departments is not unexpected. The remaining 17% of students are learning economics through a variety of other departments with Business Departments teaching 10% of that number.

Arizona High School Departments Teaching FE/EE Courses



B. NUMBER OF STUDENTS ENROLLED IN FE/EE COURSES

The study indicates that a total of 21,011 students are currently enrolled in Free Enterprise/Economics Education courses taught by 174 teachers. As indicated earlier, a majority of the state's economics students are enrolled in social science courses, but a portion are taught economics under science/math auspices and in a variety of other courses.

NUMBER OF STUDENTS IN FE/EE COURSES
By Department

Department	Number of Students	Percentage of Students
Social Studies	17,433	83
Business	2,118	10
Home Economics	613	3
Vocational Education	589	3
Other:		1
Science/Math	89	
Industrial Arts/American Industry	70	
Fashion Merchandising	25	
General Merchandising	24	
English	24	
Special Education	12	
Adap. Education	4	

C. NUMBER OF STUDENTS EXCUSED FROM FE/EE COURSES

Only a small percentage, .28% or 59 students of the total of 21,070 students eligible for the FE/EE course, were excused for a number of reasons. Forty-five of the excused students had passed an exam covering the course content.

STUDENTS EXCUSED FROM FE/EE COURSES

By Reason

Reason	Number	Percentage
Passed an exam	41	83
Principal selected those with the highest scores on exam	4	7
Special Education students	5	8
Gifted program covered topics	1	2

PART TWO

A. FE/EE TEACHER PREPARATION

Exactly what preparation do teachers have for their role as economics instructors?

3% of the teachers have taken undergraduate courses in economics.
2% of the teachers have taken graduate courses.
2% of the teachers have attended economics seminars.
1% of the teachers have had economics in-service training.

Only 8% (14) of the 174 teachers responding to this survey had any formal preparation in economic subject matter or in how to teach economics. One hundred and sixty teachers, the remaining 92%, lacked formal preparation in this content area.

B. ADDITIONAL TRAINING DESIRED BY FE/EE TEACHERS

Teacher response to questions about further training in economics indicated that 79% of the teachers desired additional coursework. In fact, some teachers requested more than one mode of instruction including undergraduate and graduate courses, seminars and in-service sessions, as well as workshops and short courses. This survey did not

distinguish between requests for training in how to teach economics and additional instruction in economics subject matter. Twenty-one percent of those surveyed displayed no interest in any type of economics tutelage.

ADDITIONAL TRAINING DESIRED BY FREE ENTERPRISE/ ECONOMIC EDUCATION TEACHERS

Seminars in economics	40%
In-Service courses in economics	23%
College/Graduate courses in economics	21%
Other: Summer, short courses	9%
College/Undergraduate courses	7%
No interest in additional economics training	21%

PART THREE

ECONOMIC EDUCATION GOALS

According to Arizona Free Enterprise/Economic Education teachers, their course goal is to teach both theoretical and practical aspects of economics. Teachers overwhelmingly agreed that preparing students to make intelligent decisions was foremost. (89%) A majority also agreed that the following were most important goals:

- Increasing student understanding of the free enterprise system. (72%)
- Helping students understand current economic problems. (63%)
- Giving students the analytical tools to maximize their own personal financial and economic positions. (54%)

Teaching students the practical skills they needed in their everyday lives, such as balancing a checkbook, using credit cards, etc. was considered as a less important goal by 45% of the teachers.

ECONOMIC EDUCATION GOALS

	Goal	Most Important %	Average Importance %	Least Importance %
1.	To prepare students to make intelligent decisions	84	16	0
2.	To increase understanding of the free enterprise system	72	27	1
3.	To help students understand current economic problems facing the country	63	35	2
4.	To give students the analytical tools to maximize their own personal financial/ economic positions	54	42	4
5.	To teach students practical skills they need in their everyday lives such as balancing a checkbook, using credit cards, etc.	45	28	27
6.	To teach students about alternative economic systems	20	52	28
7.	Other: Microeconomic evaluations, labor unions, careers, advertising techniques, etc.	-	-	-

PART FOUR

WHAT FE/EE TEACHERS ACTUALLY TEACH

One of the goals of economic education is to provide students with some basic economic concepts and processes. What are some of the concepts which Arizona teachers currently include in their classes?

Over 90% of the teachers stress the following:

- Supply and demand
- Free enterprise/market/laissez-faire system
- Business (cycles, profits, stock market, etc.)

Only slightly less important to between 80% and 90% of the teachers were these concepts and processes:

- Comparative economic systems/philosophies (capitalism, socialism, etc.)
- Government controls/regulation of the economy/social security system
- Monetary system/banking system/Federal Reserve/loans/interest rates
- Scarcity
- Decision-making
- Production of goods (automation, technology, social aspects of, factors in, etc.)
- Current economic issues/controversies (OPEC, trade deficits, inflation, etc.)

Somewhat fewer teachers, 50% to 60%, emphasized the tax system, consumer issues and consumerism, opportunity cost, government statistics, the price structure, labor management relations, national resources, the how-to of looking for a job, managing personal finances, etc., economic theory, and the concept of trade-offs.

Less than half of the teachers were currently teaching international economics and economic history. Interestingly enough, these were among the courses most frequently mentioned as possible additions to the curriculum. However, the fact that 80% of the teachers declined to add any further topics to their curriculum may indicate the view that the content is sufficient.

The list of topics which students had trouble understanding, according to one-quarter or more of the teachers, included:

- Monetary System/Banking System/Federal Reserve/Loans/Interest Rates
- Current Economic Issues/Controversies (OPEC, trade deficit, inflation, etc.)
- Economic theory (Keynes, Friedman, etc.)
- International Economics
- Government statistics
- Tax system/taxes/tax forms

ASPECTS OF ECONOMICS CURRENTLY BEING TAUGHT
By Topic

TOPIC	PERCENTAGE
SUPPLY AND DEMAND	96%
FREE ENTERPRISE/MARKET SYSTEM	91%
BUSINESS (CYCLES, PROFITS, ETC.)	91%
COMPARATIVE ECONOMIC SYSTEMS (CAPITALISM, ETC.)	89%
GOVERNMENT CONTROLS	86%
MONETARY SYSTEM	85%
SCARCITY	85%
DECISION-MAKING	84%
PRODUCTION OF GOODS	81%
CURRENT ECONOMIC ISSUES	81%
TAX SYSTEM	75%
CONSUMER ISSUES	74%
OPPORTUNITY COST	73%
GOVERNMENT STATISTICS	71%
PRICE STRUCTURE	67%
LABOR MANAGEMENT RELATIONS	67%
NATIONAL RESOURCES	65%
HOW TO:	55%
ECONOMIC THEORY	51%
TRADE-OFFS	50%
INTERNATIONAL ECONOMICS	48%
ECONOMIC HISTORY	43%

PART FIVE

TEACHING AIDS AND MATERIALS

Teachers were asked to indicate the textbooks and workbooks used in teaching Free Enterprise/Economic Education classes. The most frequently mentioned were:

Most Common Books:

Economics: Principles and Application	13 %
Economics for Everybody	12
Free Enterprise in the United States	11
Consumer Economic Problems	9
The American Economy	8
Economics: Principles and Practices	7
Other	66

Teachers were also given a list of sources of free teaching aids and materials. Fifty-two percent of the teachers secured "a lot" of these materials on their own. Seven percent or less utilized "a lot" of the materials supplied by colleges and universities, centers on economic education, the federal government, local or national business community organizations, or the Arizona Department of Education.

Even among materials and aids used "some" of the time by 41% of the teachers, self-obtained materials were most popular.

HOW TEACHERS OBTAIN TEACHING MATERIALS

How Received:	Amount of Materials Received			
	A Lot %	Some %	Few %	None %
I get them myself	52	41	5	2
Supplied by colleges and universities	7	19	38	36
Supplied by centers on economic education	6	31	34	29
Supplied by the federal government	5	35	41	19
Supplied by the local business community	3	29	35	33
Supplied by the national business community	2	24	37	37
Supplied by the Arizona Department of Education	1	31	43	25

APPENDIX A

Ten years ago the Arizona Legislature enacted State Statute 15-1025 which mandated "instruction in free enterprise system." The law specified the following:

A. All public high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the State Board of Education for at least one semester, equal to one-half unit of credit. The State Board of Education shall provide suitable teaching material for such instruction.

B. The costs of such instruction, except those of the State Board in prescribing the course of study, shall be an expense of the school district involved.

C. As used in this section, "free enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined in a free manner. Added Laws 1971, Ch. 86, State Statute 1.

School I.D. #_____

APPENDIX B

SURVEY OF FREE ENTERPRISE/ECONOMIC

EDUCATION COURSES IN ARIZONA HIGH SCHOOLS

Arizona Department of Education

Arizona has mandated a one-half (½) credit high school course on Free Enterprise (FE/EE) system. The items in this questionnaire have been chosen in order to assess the status of Free Enterprise/Economics Education during the 1980-81 school year.

Please have the chairperson of the Social Studies Department fill out the General Information section of this questionnaire. Would you kindly send the other copies of the survey to all teachers in your school who are engaged in teaching any Free Enterprise/Economics Education course? Return your portion and the teachers' responses in the enclosed envelope by _____. We appreciate your assistance.

Part One: General Information: To be filled out by chairman of department

1. Name of School _____

2. Name of Principal _____

3. Please complete the following by placing the appropriate number/name in each box.

Number of Students in FE/EE Courses by Department

Social Studies	Home Economics	Business	Voc. Ed.	Name of other Depts. & # of Students

4. Please indicate the title(s) of your Free Enterprise/Economics Education courses.

_____

_____

5. Are any students excused from FE/EE courses? If so, how many? _____ (Number) For what reason(s)?

_____

School I.D. #_____

Part Two: Teacher Preparation: To be filled out by each teacher

Please indicate the name of the department in which Free Enterprise/Economics Education (FE/EE) courses are being taught. In addition, indicate the number (#) of courses taken in Economics. We appreciate your assistance.

1. Name of Department _____

2. How many courses in Economics have you taken? Place the number in the appropriate spaces:

   a. Undergraduate courses _____ c. Seminars _____
   B. Graduate courses _____ d. In-service courses _____

   Would you be interested in taking additional Economics courses? If so, which of the above would be of interest? _____

Part Three: Economic Education Goals: To be filled out by each teacher

Listed below are a number of different goals for free enterprise education. For each one, please indicate whether this is of most importance (most) as it is taught in your school, of average importance (average), or of least importance (least). (PLEASE CHECK ONLY ONE BOX NEXT TO EACH GOAL.)

		Most	Average	Least
A.	To prepare students to make intelligent decisions	___	_____	___
B.	To give students the analytical tools to maximize their own personal financial/economic positions	___	_____	___
C.	To increase understanding of the free enterprise system	___	_____	___
D.	To teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, how to shop wisely, etc.	___	_____	___
E.	To help students understand the current economic problems facing the country	___	_____	___
F.	To teach students about alternative economic systems	___	_____	___
G.	Other: _____ (PLEASE SPECIFY)			

School I.D. #_____

Part Four: What Teachers Actually Teach: To be filled out by each teacher

1. Listed below are some of the things that teachers of free enterprise like yourself are currently teaching to their students. Would you please check the boxes next to those items which you are currently teaching (current) to your students. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q. 1)

2. Are there any other topics that you would like to see added to the free enterprise curriculum that you teach? Just check the boxes next to those that you would like to see added under Q.2 below. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.2, Add)

3. Now, please look at the list a third time and check the boxes next to those items which your students have the most trouble understanding (trouble). (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.3)

	Q.1 Current	Q.2 Add	Q.3 Trouble
Business (cycles, profits, stock market, etc.)	_____	___	_____
Comparative economic systems/philosophies (capitalism, socialism, etc.)	_____	___	_____
Consumer issues/consumerism	_____	___	_____
Current economic issues/controversies (OPEC, trade deficit, inflation, etc.)	_____	___	_____
Decision-making	_____	___	_____
Economic history	_____	___	_____
Economic theory (Keynes, Friedman, etc.)	_____	___	_____
Free enterprise/market/laissez-faire system	_____	___	_____
Government controls/regulation of the economy/social security system	_____	___	_____
Government statistics (unemployment, GNP, government revenues, spending, etc.)	_____	___	_____
How to: look for a job; manage personal finances; balance a checkbook; shop wisely; rent an apartment, etc.	_____	___	_____
International economics (international trade, balance of payments, multinational corporations, etc.)	_____	___	_____
Labor-management relations	_____	___	_____

School I.D. #_____

	Q.1 Current	Q.2 Add	Q.3 Trouble
Monetary system/banking system/Federal Reserve/loans/ interest rates	_____	___	_____
Natural resources (depletion scarcities)	_____	___	_____
Opportunity cost	_____	___	_____
Price structure	_____	___	_____
Production of goods (automation, technology, social aspects of, factors in, etc.)	_____	___	_____
Scarcity	_____	___	_____
Supply and demand	_____	___	_____
Tax system/taxes/tax forms	_____	___	_____
Tradeoffs	_____	___	_____
Other _____ _____	_____	___	_____

Part Five: Teaching Aids and Materials

1. Please indicate the name(s) of the textbooks and workbooks used in your teaching of free enterprise.

	Edition (Year)
_____	_____
_____	_____
_____	_____
_____	_____

2. Below are listed a number of ways that free enterprise teachers like yourself can get free teaching materials and aids. For each one, please indicate whether you get a lot of materials this way (lot), some materials (some), a few (few), or none (none). (PLEASE CHECK ONLY ONE BOX NEXT TO EACH ITEM BELOW.)

	Lot	Some	Few	None
A. I get them myself	___	___	___	___
B. Supplied by centers on economic education	___	___	___	___
C. Supplied by local business community	___	___	___	___
D. Supplied by national business community (e.g. Chamber of Commerce of U.S.)	___	___	___	___

School I.D. #_____

	Lot	Some	Few	None
E. Supplied by Arizona State Department of Education	___	___	___	___
F. Supplied by federal government	___	___	___	___
G. Supplied by college and universities	___	___	___	___

REFERENCES

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